Mevlana International Journal of Education (MIJE)
Vol. 5(1), pp. 10-25, 1 April, 2015
Available online at http://mije.mevlana.edu.tr/
http://dx.doi.org/10.13054/mije.14.61.5.1

According to the Opinions of Teachers and Students Active Citizenship Education in Elementary School [1, 2]

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Article history
Received:
14.04.2014

Received in revised form:
04.03.2015

Accepted:
05.03.2015

Key words:
ClassTeacher, Social Studies Teacher, Elementary School 4th Grade Student, Active Citizenship Education.

The aim of this research is to define the opinions of class teachers, social studies teachers and 4th grade students in elementary school on active citizenship education. Qualitative method has been used in this research. In Bayburt, the city chosen by purposeful sampling and based on volunteering principal, had 24 class teachers (Female=8, Male=16), 10 social studies teachers (Female=5, Male=5) and 20 4th grade students in elementary school (Female=11, Male=9) studying in schools around Bayburt city center have taken part in this research. Semi-structured interview technique was used as a data gathering method. The data was obtained by two different semi-structured interview forms which contain 12 open ended questions for teachers and 5 open ended questions for students. The answers given by the students and teachers were resolved with the content analysis method. Various categories have been formed by coding the answers for each question. The frequencies of those formed categories were compared by converting them into tables. When analysis was done by comparing opinions of teachers and students, it drew the attention of the teachers on active citizenship education and developed more qualified methods by identifying the inadequacy in teaching of lessons.

Introduction

In this day and age, all nations are aiming at raising individuals who can be at peace with themselves and also be aware of their desires. They want to raise people who can express their feelings and opinions clearly, question judgments but at the same time respect the feelings and opinions of others, who have the culture to live together in peace and who can act right for the nation's sake. The education processes developed in order to make this aim come

[1] This study was conducted with permission of Bayburt Directorate of National Education and was financially supported by OMU Scientific Research Council (Project ID: PYO.EGF.1904.13.007). We thank all organizers for supports.

[2] This study is the improved version of the verbal declaration presented in 22nd Education Sciences Symposium.

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true must be qualified in every way. While students are learning their rights, responsibilities and freedom, they must also learn the laws, equality, justice, democracy and non-discrimination. Citizenship education is important because it gives students the necessary education and also teaches them the abilities that are needed to build a democratic nation. Democratic citizenship education supports the respect for different religions, cultures and opinions; therefore, it enables the understanding and sharing of different social values (MEB, 2012).

The citizenship education in the Turkish education system conspiratorially started during the Tanzimat Reform Era. It was one of the reforms in education made during this era to put emphasis on citizenship education in order to build bridges between the citizens and the state. When it comes to the Republic Period, the main aim of the citizenship education is to raise individuals who love their country and know their citizenship rights and responsibilities. Education of human rights and democracy in Turkey has been involved in some courses such as Civics, Social Studies and recently Education of Citizenship and Human Rights.

According to the Eurydice reports, the goals of citizenship education are: '(a) developing political literacy (knowledge of basic facts and understanding of key concepts); (b) acquiring critical thinking and analytical skills; (c) developing certain values, attitudes and behaviours (sense of respect, tolerance, solidarity, etc.); (d) encouraging active participation and engagement at school and community levels' (Eurydice 2012: 27).

Keser et al.'s (2011) study findings were compatible with EURYDICE Report (2005) – political literacy, critical thinking and development of certain attitudes, values, and active participation- on citizenship education, which yielded six themes, called the six blossoms of extra-curricular activities in citizenship education: namely, active citizenship perception; social accountability; intercultural awareness; awareness of democracy and human rights; thinking and research skills; and interaction and interpersonal skills. But, Guerin et al. (2013) studied four different categories that citizenship education has to cover. They are theoretically and empirically analysed: political knowledge, critical thinking, values, attitudes and behaviours, and active participation. Both studies are related to the dimensions of Hoskins et al. (2006) and Mascherini, together with Manca and Hoskins's (2009) findings. Out of the these main dimensions, related with sub dimensions of the scale that was developed by Çevik-Kansu and Öksüz (2014) , there are also many studies in literature which are related ~~on~~ to environmental sensitivity (Ferkany and Whyte 2013; Jagers et al. 2014; Jin and Shriar 2013; Tarrant and Lyons 2012), interest in activities (willing to social clubs, social activities, extracurricular activities etc) (Keser et al. 2011; Yaman 2011), social response (İnce 2012; Phillips 2011) and voluntary participation (Guerin 2013; Wood 2014).

It is possible to say that nations that cannot raise active, claiming and responsible individuals are also deprived of dynamic powers. Dynamic power is only possible by an active education during the education and training life of individuals in which they should be taught to be conscious of the rights that they have just because they are humans with a very long genealogy. With such an education, people will want to use and defend their rights. They also learn to recognize why and how their rights should be defended. When considered from this point of view, the course of Social Studies in the last grades of elementary school takes care of this task.

Although each step of education is vital, primary school has a distinct significance in terms of the populace it addresses. Primary school process, when the basic character and personality of the person's is formed, which is a critical time period to have value, attitude and behavior

gained for the individual (Bacanli, 2002; Oktay, 2007). Owing to the fact that the foundation stones of citizenship education are laid in primary school, therefore primary school is regarded as an important fracture point in terms of citizenship education (Ersoy, 2007).

Aim of the Study

The aim of this study is to present the opinions of students and teachers on active citizenship education.

Method

The qualitative research approach was used in this research. In qualitative researches, perceptions and events are presented in a reaslistic and totalitarian way in natural environment (Yıldırım and Şimşek, 2005). In this study this approach was preferred because it ensures the full participation of all the participants involved in the research.

Research Staff

The research staff was formed by 24 class teachers working in Bayburt, which is the city chosen by purposeful sampling and based on volunteering principal, (Female=8, Male=16), 10 Social Studies teachers (Female=5, Male=5) and 20 4th grade students in elementary school (Female=11, Male=9).

Data Collection and Analysis

Furthermore, a semi-structured interview method was used as the data collection method. A semi-structured interview form which contains 12 open ended questions based on expert opinion was developed by the researchers for the teachers to state their opinions on active citizenship and Active Citizenship Education. These interview forms have been analysed by specialists in their field. Besides, the teachers were asked to give some personal information in the interview form. The face to face interviews were carried out by using a tape recorder based on volunteering principal. After the interviews, the recorded data was converted into text.

The answers of the teachers were analysed by the content analysis method. Various categories were formed by coding the answers for each question. The frequencies of those formed categories are presented under the findings title by tabulation converting them into tables.

Findings and Comments

The collected data were categorised into 3 different groups which include; class teachers, Social Studies teachers and 4th grade students in elementary school.

The findings as a result of the analysis made on the questions in semi-structured interview form are presented in tables.

1. Opinions of Teachers and Students on the Features that an Active Citizen Should Have

The answers of the teacher to the question "*What does the concept of citizenship mean to you?"* and the frequency distribution are shown in Table 1.

Table 1. Opinions of teachers and students on the features that an active citizen should have and the frequency distribution

	1.	2.	3.
Class Teachers	Citizenship and Human Rights (22)	Consciousness of Responsibility (14)	Personal Skills (14)
Social Studies Teachers	Citizenship and Human Rights (7)	Consciousness of Responsibility (2)	Environmental Consciousness (1)
4th Grade Students in Elementary School	Properties (20)	Consciousness of Responsibility (13)	Environmental Consciousness (12)

Teachers and students displayed more than one variable features in their replies about the features of active citizenship. Teachers named A. K., S. N., Ü., A. and Y. have defined an active citizen as a person who know his/her rights and uses them. The teacher named A. K. has defined an active citizen as "An active citizen is a person who knows his rights and uses them" (26).

The teacher named M. stated his opinions on this subject as "Active citizenship is to know the responsibility of the state and the nation and to pull one's weight" (32).

Teacher A. describes "An active citizen should respect the laws and know the rules and apply them in his/her daily life" (8).

Generally, students expressed their opinions with the examples of being respectful in friendship relations and relationships with adults, by being tolerant and being kind hearted.

2. Opinions of the Teachers and Students on the Sufficiency of Social Studies Courses in Gathering Active Citizenship Features

The answers of the teacher to the question "According to you, is the content of Social Studies Course for 4th grade in elementary school sufficient in gathering "active citizenship" features? If there is any, what is deficient?" and frequency distribution are shown in Table 2.

Table 2. Opinions of teachers on sufficiency of social studies courses in gathering active citizenship features and frequency distribution

Sufficiency of Social Studies Courses in Gathering Active Citizenship Features	**f (Class Teachers)**	**f (Social Studies Teachers)**
The content mentions this subject and it is sufficient	**3 (1,15,36)**	**1 (12)**
"I think the content is sufficient but what is important is how much we contribute to its development"	1 (2)	
"These subjects are mentioned in the content"	3 (1,36, 15)	1 (12)
The content is sufficient but it must be improved	**20 (2,4,6,7,8,16,17,19,20,23, 24,28,29,31,32,33,34,35,37,38)**	**6 (3, 11, 25, 26, 27, 30)**
"It is not updated"	3 (4,8,17)	1 (3)
"The subjects' compatibility with the environment is missing"	1 (4)	1 (3)
"There is few activities for	7 (4,17,29,33,34,35,38)	

implementation"		
"We cannot give space to the children for them to make up their own values."	1 (6)	
"There is no connection between the units and subjects."	1 (7)	1 (27)
"Instead of detailed ones, subjects must be short but to the point."	1 (8)	
"It is abstract and superficial."	3 (19,34,35)	2 (11, 30)
"It must be objectified."	2 (35,38)	
The content is not sufficient	**5 (5,9,13,18,21)**	
"It does not improve thinking skills."	2 (5,17)	
"Students present different behaviors because of the effect of their environment."	1 (9)	
"The education must be based on the love of country, nation and flag."	3 (13,16,23)	
"Rights and responsibilities must be given."	1 (18)	
"Some trips must be planned to see on site."	2 (19,22)	
"The collaboration with parents is not enough."	1 (20)	
"There are regional and environmental problems, that's why it is not supported."	6 (22,24, 28,31,32,37)	2 (25, 26)
"The problem is not with the content, because it is difficult for children to gather those features."	1 (33)	
"It will be more sufficient if it is taught by teachers who were specially trained in this subject."	1 (34)	
I do not have an opinion	**2 (14,10)**	

Most of the teachers agree with the opinion that "the content is sufficient, but must be improved". The teachers suggested that some deficiencies be removed. One of these deficiencies is increasing the number of activities so as to apply and update the content.

Answers of the students to the question "*Can you evaluate the Social Studies course according to active citizenship education?"* and the frequency distribution are shown below in Table 3.

Table 3. Opinions of the Students on Social Studies Course in relation with Active Citizenship and Frequency Distribution

Evaluation	**f**
Sufficient	7 (2,4,5,7,9,10,11)
Very nice course	4 (1,3,6,8)
Insufficient	2 (28,29)
Very helpful	1 (30)
Very helpful course for cleaning	1 (6)
It covers a half	1 (16)
I do not have an opinion	4 (12, 13, 24, 27)

According to the students, the social studies course is efficient at gathering active citizenship features. Nevertheless, when they were asked more detailed questions, their answers were not clear. This is because, they are not aware of which citizenship feature they gathered. The reason for this problem can be due to inadequate time for the lessons, time problem for character training, social skills training and counselling courses or as mention in the comments of teachers, the reason can be due to inadequate feasible and updateable activities in the content.

3. Opinions of Teachers on Planning Citizenship Education in Social Studies Course

The answers of teachers to the question "How do you plan citizenship activities that you use in Social Studies course?" and frequency distribution are shown in Table 4.

Table 4. Opinions of teachers on planning citizenship education in Social Studies course and frequency distribution

Teachers' planning Citizenship Education in Social Studies Course	**f (Class Teachers)**	**f (Social Studies Teacher)**
I directly apply the plan in the curriculum in teachers' guide book.	14 (1,10,13,16,18,19,24, 29,33,34,35,36,37,38)	2 (14,27)
I apply the plan in the curriculum in teachers' guide book by making some changes.	1 (20)	
The changes made in the curriculum in teachers' guide book.	14 (2,4,5,6,7,8,9,17,21,22,23,28,31,32)	8 (3,11,12,14,15,25,26, 30)

When the opinions of teachers on planning citizenship education in Social Studies course were analyzed, their clear answers are "I make some changes" (20) and "I make some changes with my colleagues in the same branch" (14). According to the changes that they made on teachers' guide book, answers revolved around some statements such as "I make use of some current events (striking examples" (6), "I try to adapt what we learn to our environment (environmental features)" (6), "I try to let them be active students in the class and school" (5), "I consider the level, interests and requests of the student." (4).

4. Opinions of Teachers and Students on the Activities for Citizenship Education in Social Studies Course

The answers of teachers to the question "*What kind of activities do you use for citizenship education in Social Studies course?"* and the corresponding frequency distribution are shown in Table 5.

Table 5. Opinions of Teachers and Students on the Activities for Citizenship Education in Social Studies Course and Frequency Distribution

Activity No	**f (Class Teachers)**	**f (Social Studies Teachers)**	**f (Students)**
1	Animating	Sampling	Activities in the book
2	Discussing	Catechise, discussing	Drama
3	Observation	Narration	Reading Text

4	Conversation	Power point presentation	Writing

While class teachers state that they use animating activities most, social studies teachers mostly use sample happenings. However, students indicate that they use the activities in books.

5. Opinions of Teachers on the Material They Use for Citizenship Education in Social Studies Course

The answers of the teachers to the question "*What kind of materials do you use for citizenship education in Social Studies course?"* and frequency distribution are shown in Table 6.

Tablo 6. Opinions of Teachers on the Material They Use for Citizenship Education in Social Studies Course and Frequency Distribution

Materials	**f (Class Teachers)**	**f (Social Studies Teachers)**	**f (Students)**
Visual and Auditory Materials	22	6	-
Documents	2	-	-
Information Technologies	10	3	4
Mass Media	2	2	-
Guide People	2	-	-
Real Objects	13	1	-
Course Materials	-	-	25 (pencil, notebook, rubber etc.)

From the above, it is seen that the teachers mostly use visual and auditory materials. However, the students consider the equipments that they use during the classes as materials, such as pencil, notebook, rubber etc.

6. Opinions of Teachers on the Problems They Face in Citizenship Education in Social Studies Course

The answers of the teachers to the question "*What kind of problems do you face with in citizenship education in Social Studies course?"* and the corresponding frequency distribution are shown in Table 7.

Table 7. Opinions of Teachers on the Problems They Face in Citizenship Education in Social Studies Course and Frequency Distribution

Problems Teachers Face with in Citizenship Education in Social Studies Course	**f (Class Teacher)**	**f (Social Studies Teacher)**
Curriculum	**7**	**4**
Subjects and activities in the curriculum are very abstract.	4 (7,35,37,38)	2 (14,27)
The number of activities in the curriculum is too high (time problem).	1 (21)	3 (14,25,26)

Insufficient materials that are suitable for the curriculum (especially visual materials)	1 (19)	
Citizenship activities in Social Studies course do not fit with citizenship activities in the schoos	1 (5)	
School and Education system	**3**	**1**
Insufficient physical potentials of the school	1 (19)	
Lack of democracy	1 (33)	1 (3)
Examination system	1 (28)	
Family	**6**	**3**
Difference between what is taught in schools and in the house	3 (8,31,34)	2 (3,14)
Cultural, socio-economical and educational level of parents	2 (32,34)	1 (15)
Bad connection between school, student and family	1 (10)	
Student	**13**	**2**
Deficiency in sense of responsibility	7 (13,16,17,18,20,29,38)	
Lack of respect for values	3 (23,24,37)	1 (12)
Being prone to fight	2 (2,33)	
They are aware of their rights but they do not know their boundaries	1 (38)	1 (11)
They do not listen to each other	1 (23)	
Subjects	**5**	
Difficulties in applying for out-of-school activities	3 (4,5,6)	
Teachers cannot keep up with the time	2 (2,31)	
Teachers do not try enough	1 (4)	
Environment	**6**	
Insufficient socio-economic potentials in environment	4 (4,7,9,33)	
Unfavorable climate conditions	1 (9)	
False beliefs in nation	1 (6)	

Class teachers said the cause of the problems include student (13), curriculum (7), family and environment (6), subjects (5), school or education system (3); while social studies teachers, blamed it on curriculum (4), family (3), student (2) and school and education system (1).

7. Opinions of Teacher on Their Suggestions for Active Citizenship Education in Social Studies Course

The answers of the teachers to the question "*What are your suggestions for better citizenship education in Social Studies course?"* and frequency distribution are shown in Table 8.

Table 8. Opinions of Teacher on Their Suggestions for Active Citizenship Education in Social Studies Course and Frequency Distribution

Solution Suggestions of Teachers	**f (Class Teachers)**	**f (Social**

for the Problems They Face in Citizenship Education in Social Studies Course		Studies Teachers)
Curriculum		
Culture of democracy must be taught in a step by step manner in each grade	3 (2,16,34)	1 (3)
Citizenship education must be given in every course		1 (3)
Curriculum must contain trips and observations	6 (4,8,21,22,35,36)	2 (14,27)
There must be more concrete activities, as well as animating and applied activities	12 (4,9,17,19,21,24,28,31,34,35,37,38)	2 (26,27)
There must be more in touch with the world of children	6 (7,9,28,31,34,37)	
There must be more activities for increasing assertiveness and self-confidence in children	2 (8,32)	
It should not be totally based on games.	1 (10)	
Connection between lessons and units must be better		1 (15)
Guide books should not be abstract and superficial	3 (33,37)	1 (15)
It must fit into the emotional world of children	1 (17)	
It must be eased and essential precautions must be taken to apply the activities	1 (19)	
There must be more activities based on games	1 (23)	
School and Education System		
All the clubs must work in connection with an association or foundation	1 (2)	
The ones in higher positions must work along with the one in lower positions	1 (16)	
We must overcome the fear culture	3 (16,32,34)	
Respect for differences must be adopted	1 (16)	
Reports prepared at the end of the year must be taken into consideration	1 (17)	
The concept of being a nation must be emphasized instead of individualism	1 (20)	
Free activity course must be included	2 (24,35)	
Career days must be organized		1 (27)
Materials that are suitable for 4th grade level must be developed		1 (30)
Computer software must be used		1 (25)

Family		
Family must support the education in the school	1 (5)	1 (12)
There must be meetings and seminars about this for parents	6 (5,6,13,29,34,38)	2 (11,12)
The child must be appreciated		1 (12)
Family and nation must be supervised together respectively		1 (11)
Teacher		
The feeling of possession must be improved	1 (1)	1 (12)
Planning must be made with children	2 (6,35)	
The child must be appreciated		1 (12)
Class teachers must be trained in this subject		1 (30)
The effect of media on children must be considered	1 (38)	
Environment		
Environment must support the education in the school	1 (5)	1 (12)
People with various professions must be invited to the school	2 (8,22)	2 (14,27)
Child must be appreciated		1 (12)

Mostly, teachers suggest that there should be concentration on applied activities and organizing trips and observation activities for improving the curriculum. For improving school and education system, they have given suggestions like organizing career days, coming over the fear culture, and the involvement of free activity course as well. For family problems, suggestions are generally focused on giving seminars, organizing meeting for the parents.

8. Ideas of Students for Improving Social Studies Course to be an Active Citizen

The answers of students to the question "*What are your ideas and suggestions for you to gain active citizenship features?"* and the corresponding frequency distribution are shown in Table 9.

Table 9. Ideas of Students for Improving Social Studies Course to be an Active Citizen and Frequency Distribution

Suggestions	**f**
Trips can be helpful	7 (4,8,10,11,16,19,28)
Theater performances can be helpful	5 (9,15,18,19,30)
Communication with family must be provided	2 (7,22)
A picnic can be organized to keep the environment clean.	2 (14,23)
Activities must be supported with games	2 (22,27)
There must be projection	2 (23,25)
It can be helpful to have some texts book on how to behave well to our friends	1 (1)
There can be teacher or student relations between classes (the ones who cannot get along well with the others)	1 (2)

I would like to have this education as a course	1 (3)
There can be more subjects	1 (5)
More activities like collecting old batteries can be helpful	1 (6)
I want to be a member of library	1 (12)
Teacher can punish naughty students	1 (12)
Watching a video can be helpful.	1 (15)
I would like the books to open on their own	1 (15)
Every week a group can collect the rubbish in the school.	1 (16)
I want some cameras to be placed in toilets	1 (16)
We can study visually in computer rooms.	1 (16)
To form a ensemble	1 (17)
Animating outside can be helpful	1 (23)
To go to the cinema	1 (24)
Collecting some money to improve the materials in the school	1 (26)
There must be drawing and painting activities	1 (29)
To make projects with clubs (Trips, career days)	1 (30)

The answers of students on active citizenship education in Social Studies class, disclosed that they focus more on activities like trips, theater performances, etc. The cause of this situation can be the difficulties that teachers face when organizing such activities which require a long procedure.

Results and Conclusion

Qualitative research methods has been used by many researchers to understand the opinions and feelings of teachers and student on citizenship education (Adayemi, Boikhutso and Moffat, 2003; Arıkan, 2002; Browne, 2001; Davies and Evans, 2003; Davies, Gregory and Riley, 1999; Dunkin, Welch, Merritt, Phillips and Cranen, 1998; Güven, 2002; Özbek, 2004; Pederson and Cogan, 2003; Pang and Gibson, 2001; Shelly, 1996). But in this study, opinions of the classroom teachers and social studies teachers about active citizen and active citizenship education in social studies classes were jointly investigated with the student's.

According to the teachers, an active citizen should know and should use the citizenship and human rights very well. Whereas, according to the students, an active citizen should behave according to the rules of good manners. Moreover, both students and teacher stated that individuals must have a sense of responsibility and environmental consciousness in order to be active citizens. Teachers emphasized on the feature of active citizen "who know his/her rights and responsibilities" during the interview. This most repeated opinion coincides with the studies of Adayemi et al. (2003), Ersoy (2007) and, Pang and Gibson (2001). The active citizenship term emphasized influence in area of the individuals and citizen participation with active or effective terms in literature (Hoskins ve Mascherini, 2009).

When opinions of the teachers and students on sufficiency of social studies courses in gathering active citizenship features were investigated; teachers state that the entire course includes information about citizenship and human rights education, yet, the Social Studies course is more important in this aspect (Dynneson and Gross, 1982; Ersoy, 2007; Grand and Vansledrigt, 1996; Hartoonian, 1985). Teachers lay much emphasis on the fact that even though the Social Studies course is sufficient in content, it must also be improved. According to the students, the Social Studies course is sufficient in the aspect of developing a sense of citizenship. However, when a deeper question is asked, the answers that they give show that

the acquisition has not reached to the desired level. In literature studies, the social studies course showed that there is an insufficient achievement of active citizenship education which supports the results (Arslan, 2014; Ersoy, 2014). However, there are many records that show the contrary of these results in the literature. (Semenderoğlu ve Gülersoy, 2005; Gömleksiz ve Kan, 2007; Demir, 2008; Ersoy ve Kaya, 2008; Vural, 2008; Çetin, 2009; Ayva, 2010)

When the opinions of teachers on planning citizenship education in social studies course were investigated; the plans of teachers on citizenship education in Social Studies course was found to be implemented by a book called teachers' guide book together with some changes. Also, only half of the class teachers seem to use the teachers' guide book without any change. This finding coincided with the studies of Blake, Brandy and Sanchez (2003), Browne (2001), Ersoy (2007) and Arslan (2014). Nevertheless, the teachers were found to be insufficient to teach human rights and citizenship education to the students (Ülger ve Yel, 2013).

When the opinions of teachers and students on the activities for citizenship education in social studies course were investigated; the result disclosed that teachers use in-class activities to give citizenship education. They even applied student activities that are contained in books. Lastly, there are not enough out-of-school activities which give children an opportunity to work in public. This finding coincides with the studies of Çengelci (2013), Ülger (2013), Ersoy (2007), Mckay (1996), Pederson and Cogan (2003) ve Wilkins (2003). Yet, in other studies in the literature, the importance of out-of-school activities has been emphasized (Adayemi et al, 2003; Potter, 2002).

When the opinions of teachers on the materials they use for citizenship education in the social studies course were investigated; the outcome showed that citizenship education materials are generally made of visual and auditory materials. This finding coincides with the studies of Ersoy (2007), Gündoğdu (2001), Pederson and Cogan (2000) and, Torney-Purta and Vermeer (2004). The students also do make use of instruments and equipments which belong to the course with their teachers during the class activities. This means that the students were not actively involved in the course or methods and techniques used by the teachers because they were not supported with sufficient instruments and equipments.

When the opinions of teachers on the problems they face in citizenship education in social studies course were investigated; teachers seem to face some problems while teaching active citizenship in Social Studies course. The problems that teachers face have been classified into six titles which include; student, curriculum, family, environment, school and education system.

These results were synonymous with the problems that happened in the literature (Aykaç ve Başar, 2005; Kıvanç, 2005; Yaşar, 2005; Ersoy, 2006; Aydın, 2007; Çetin, 2007; Ersoy, 2007; Çelik, 2009; Ersoy, 2009; Aydeniz, 2010; Güven, 2010; Ersoy, 2014).

When opinions of the teachers on their suggestions for active citizenship education in social studies course were investigated; they gave some suggestions on how to tackle the problems that they face in each category. Suggestions solve the problems in the curriculum, the school and education system in a better way.

When the ideas of students on improving social studies course for the purpose of making active citizen were investigated; some suggestions on how to improve the curriculum came up. They include; organization of trips, performing of theatre plays, communication with family and activities in order to collaborate with the environment.

Considering this study, the suggestions can be stated:

- Active citizen activities may enhance the cooperation of civil associations with the student's parents at schools.
- The teachers that are going to teach active citizen terms may plan the class conditions together with civil associations.
- Awareness studies on active citizen day may be of great help to teachers, society, students and their parents.
- The students may assess active citizen education practice through their teachers.
- A study that includes the teacher's active citizen education in private and public schools should be conducted.
- Projects, like the Comenius projects, with different countries, particularly countries that have a good level of active citizen education can be organized as well as a comparable education study.
- Programmes for active citizenship education can be developed and can be tested with experimental studies on different classes and courses at primary school.

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